

'How RTI Works' Series

Hot Topics RTI Online Seminar - Making RTI Work at the Middle and High School Level

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RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level	0 Work has not yet begun toward the goal	1 Work toward the goal has begun (Beginning Phase)	2 Progress has been made but the goal has not yet been attained (Intermediate Phase)	3 This goal has been accomplished (Advanced Phase)
My middle or high school has:	0	1	2	3
<p><i>Screening procedures in place to locate students at risk.</i> The school has procedures and decision rules to identify students who should be referred to the RTI Problem-Solving Team for academic or behavioral concerns. For example, the school may</p> <ul style="list-style-type: none"> ◆ Monitor 5- and 10-week grade reports and refer any student who receives two or more failing grades. ◆ Track office disciplinary referrals and refer students with repeated referrals who have not responded positively to lesser forms of intervention such as an administrator/parent conference. ◆ Monitor student attendance and tardiness rates. ◆ Maintain a 'watch list' of at-risk students from year to year, including students transferring into the school from lower grades. ◆ Screen the student population with academic measures -- e.g., Oral Reading Fluency, CBM Reading Comprehension Maze Passages, CBM Math Computation, Measures of Academic Progress (MAP) from www.nwea.org. 				
<p><i>Reached a shared understanding among faculty about how to provide Tier 1 interventions in a consistent manner across classrooms.</i> Standardizing Tier 1 interventions across the school requires:</p> <ul style="list-style-type: none"> ◆ Consensus regarding the minimum effort that is reasonable for teachers to expend in Tier 1 (classroom) interventions ◆ Creation of a menu of feasible classroom strategies to address common student concerns such as lack of organization skills or limited reading comprehension ◆ Provision of staff development, coaching and other support to teachers initially to encourage their adoption of an expanded range of Tier 1 interventions. 				

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My middle or high school has:	0	1	2	3
<p><i>Made supplemental academic interventions available for students found at-risk through school-wide screenings.</i> The school has established supplemental (Tier 2) services where appropriate for students struggling with academic skills. Those services may be delivered through small-group instruction or computer-assisted instruction.</p> <ul style="list-style-type: none"> ◆ Tier 2 groups should be capped at 7 students. All students enrolled a given group should have a similar set of academic needs to allow them all to benefit from the same group intervention procedures. Instruction/interventions should be evidence-based. ◆ Tier 2 computer-assisted instruction should be evidence-based. 				
<p><i>Put into place a formal process for Tier 3 (RTI Team) referrals.</i> The school has a defined process in place for referring students to the RTI Team. That referral process includes these elements:</p> <ul style="list-style-type: none"> ◆ Student referrals can originate from a number of sources (e.g., classroom teachers, school social workers, school psychologists, guidance counselor, administration, parent, etc.). ◆ People who can refer students understand the profile of academic or behavioral concerns that warrant referring a student to the RTI Team. ◆ The school designates a small number of contact people (e.g., school social worker, school psychologist, guidance counselors, school administration) through whom student referrals are channeled. 				

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My middle or high school has:	0	1	2	3
<p><i>Created consistent and fair policies throughout the school for homework assignments and acceptance of late work. Ideas to be considered for a schoolwide homework/late work policy include:</i></p> <ul style="list-style-type: none"> ◆ Setting a reasonable cap on the amount that homework counts toward the course grade (e.g., 10-20 percent). ◆ Establishing guidelines across classrooms for the acceptance of late work, including penalties and conditions (such as illness) under which those penalties are to be waived. ◆ Requiring that all teachers hand out periodic (e.g., weekly) outlines detailing all upcoming classwork and homework assignments. ◆ Allowing the RTI Team latitude on a case-by-case basis to modify a student's homework expectations or allow an extension in the acceptance of late student work if evidence shows that the student has otherwise mastered essential course concepts (e.g., the student is passing quizzes and tests). 				

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My middle or high school's RTI Team has:	0	1	2	3
<p><i>Adopted an efficient problem-solving model.</i> The problem-solving team is a multi-disciplinary team that meets regularly to discuss student referrals. This 'RTI Team':</p> <ul style="list-style-type: none"> ◆ Follows a consistent, structured problem-solving model. ◆ Schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan was effective. ◆ Develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. ◆ Builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns. 				
<p><i>Identified RTI-relevant existing (archival) data to be routinely brought to RTI Team meetings.</i> The RTI Team surveys the data already collected and stored by the school (existing or 'archival' data') and decides (1) what specific data should routinely be brought to RTI Team meetings and (2) who is responsible for bringing it. Examples of data that would be useful at initial intervention team meetings include:</p> <ul style="list-style-type: none"> ◆ Attendance records ◆ Current quiz, test, and homework grades ◆ Office disciplinary referral information. 				

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My middle or high school's RTI Team has:	0	1	2	3
<p><i>Inventoried intervention resources available in the building or district for use by the RTI Team. The inventory should include:</i></p> <ul style="list-style-type: none"> ◆ Formal programs or services available to at-risk students, ◆ Specific personnel with specialized training in academic or behavioral interventions (who can serve as consultants or coaches to teachers) ◆ Curriculum materials – including computer-assisted instructional or remedial programs—that can be included in student intervention plans when appropriate. <p>Once inventoried, intervention resources should be organized into a list by presenting student concerns, with information about how each resource can be accessed by the RTI Team.</p>				
<p><i>Mapped adolescent and family services offered by local human-services agencies. Through the RTI Team or other vehicle, the school has:</i></p> <ul style="list-style-type: none"> ◆ Surveyed the range of relevant agency services or programs offered in the community that target adolescents or families. ◆ Identified referral procedures and key contacts in local agencies to access their programs or services. ◆ Developed the capability (with agency and family/student agreement) to invite agency representatives to join the RTI Team in 'wrap-around' intervention-planning meetings. 				

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My middle or high school's RTI Team has:	0	1	2	3
<p><i>Developed a process to train students to be self-advocating, self-managing learners.</i> The school recognizes that students have important responsibilities in middle and high school interventions. To accomplish this goal, the school:</p> <ul style="list-style-type: none"> ◆ Provides training to students in how to analyze their learning needs and advocate for those needs. ◆ Creates the expectation that students will be invited to RTI Team meetings when appropriate. ◆ Develops a student 'intervention contract' listing those elements of the intervention plan that require student participation--to ensure understanding and motivation for compliance. 				
<i>The capacity to monitor student progress during interventions.</i> The RTI Team has the capacity using reliable, valid measures to track student progress in response to intervention plans and can make data-based decisions within several weeks whether those plans are effective.				

Tier 1 (Classroom) Interventions: Building Your School's Capacity

Directions: Schools must plan carefully to build their capacity to carry out evidence-based Tier 1 interventions in the classroom. Below is an 8-point checklist that schools can follow to expand their capacity to provide appropriate teacher-led classroom interventions available to all students who might need them.

- ☐ Train Teachers to Write Specific, Measureable, Observable 'Problem Identification Statements'.
- ☐ Inventory Tier 1 Interventions Already in Use.
- ☐ Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers.
- ☐ Establish Tier 1 Coaching and Support Resources.
- ☐ Provide Classroom (Tier 1) Problem-Solving Support to Teachers.
- ☐ Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas.
- ☐ Create Formal Guidelines for Teachers to Document Tier 1 Strategies.
- ☐ Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention.

☐ Train Teachers to Write Specific, Measureable, Observable 'Problem Identification Statements'. Teachers are able to describe common student academic and behavioral problems accurately in specific, observable, measurable terms.

If training in this skill is required, how will teachers receive this training? _____

If training is required, who will provide the training? _____

Tip: Review past student cases referred to your school's RTI Team (Problem-Solving Team). For each case, list the primary reason(s) that the student was referred. Review this cumulative list of referral concerns to determine (a) the kinds of student referral concerns that teachers are most likely to encounter and (b) whether referring teachers are able to articulate clearly and specifically their concerns about students.

☐ Inventory Tier 1 Interventions Already in Use. The school surveys teachers' current classroom intervention practices to discover those effective strategies that they are already using. This information can assist the school in understanding the staff's present capacity to deliver classroom interventions, as well as gaps in intervention knowledge and use.

1. Generate a list of 4-6 TOP teacher RTI referral concerns for your school (e.g., 'lack of study/organizational skills', 'limited content-area vocabulary').
2. Create a survey form for teachers that lists each top RTI referral concern and asks that

teachers write down those whole-group or individual student strategies that they routinely use in the classroom to address that concern. Teachers are encouraged to write enough detail so that the strategy is clear to others. (Note: As a sample survey, review the form *Teacher Survey: What Classroom (Tier 1) Instruction/Intervention Strategies Do You Currently Use?* later in this packet.)

3. Review the surveys. Compile a list of the best teacher strategies—organized by referral concern. Include only those classroom intervention ideas that are supported by research.
4. Analyze the results on the classroom intervention survey to determine current teacher intervention practices; variability of intervention use among classrooms, grade levels, teams, or departments; intervention areas in which teachers require additional training, etc.

Tips:

- Your school can identify potential ‘intervention coaches’ among your staff by reviewing teacher responses to the intervention surveys. Contact those teachers who list innovative and effective intervention ideas and ask whether they might be willing to serve as informal ‘intervention coaches’, being available to demonstrate those strategies to other teachers and coach those teachers in their use.
- Once your school has created a list of the ‘best’ classroom intervention ideas organized by referral concern, give a copy of that list to teachers. Point out that staff already routinely provides Tier 1 interventions to students—and that over time the RTI model will simply build on this existing capacity.
- Scan the teacher Tier 1 intervention survey results. Select the strongest entries to add to the schoolwide Tier 1 intervention menu (see next section).

☐ **Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers.** When given a menu of evidence-based classroom interventions, teachers can independently access and use them to address common student academic and behavioral concerns.

1. Generate a list of the academic and behavioral concerns for which your teachers appear most in need of classroom intervention strategies (e.g., ‘reading fluency’, ‘inattention in class’). (Note: To record these areas of student concern, you can use the form *Grade- or Building-Wide Student Academic / Behavioral Concerns for Which Tier 1 Intervention Menus Will Be Developed* that appears later in this packet.)
2. For each common student concern, locate evidence-based intervention ideas from research journals and other print publications, websites, etc.
3. Write each intervention idea in a teacher-friendly format, including sufficient detail for the instructor to implement the strategy in the classroom. Organize all of the collected ideas into a Tier 1 intervention menu. Group each intervention under the appropriate category of teacher concern (e.g., ‘reading fluency’, ‘inattention in class’). Share these intervention menus with teachers.

Tip: The What Works Clearinghouse has an expanding series of ‘practice guides’ with empirically supported classroom ideas for instruction and behavior management. These guides are one good source for Tier 1 intervention ideas. You can review these practice guides at:
<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

☐ **Establish Tier 1 Coaching and Support Resources.** Teachers are encouraged to access colleagues as needed who can demonstrate how to use effective Tier 1 interventions—and can

also provide coaching and feedback in those intervention skills.

1. Identify personnel in your school (and perhaps district-wide) who can be available to meet with teachers as intervention coaches.
2. Train these personnel to be effective Tier 1 coaches by ensuring that they follow a structured sequence in their coaching: a. meet with the teacher to select one or more ideas from the school's Tier 1 intervention menu, b. show the teacher how to use each selected strategy, c. go into the teacher's class if needed to demonstrate the strategy, d. observe the teacher use the strategy and give performance feedback.
3. Compile a list of people in the school who can serve as intervention coaches. Share that list with teachers. Include information about how teachers can contact coaches and how to schedule coaching sessions.

Tip: Find creative ways to make Tier 1 intervention coaching time-efficient. If your school has grade-level / teaching team / department meetings, for example, consider bringing coaches to those meetings occasionally to show all teachers how to use interventions for shared concerns.

☐ **Provide Classroom (Tier 1) Problem-Solving Support to Teachers.** Teachers can reach out to colleagues for additional Tier 1 classroom intervention ideas that they can try before referring a student to higher levels of intervention.

OPTION A: Time is regularly reserved at grade-level / teaching team / department meetings for teachers to bring students up for discussion. The team and teacher generate a list of evidence-based interventions that the teacher can implement.

How frequently will this team meet to discuss students struggling at Tier 1? _____

How will those intervention ideas be documented? _____

OPTION B: The school generates a list of building-level (and perhaps district-level) personnel who can serve as Tier 1 intervention consultants, meeting individually with teachers to brainstorm classroom intervention ideas.

How will this consultant list be developed and shared with teachers? _____

How will those intervention ideas be documented? _____

Who are candidates to serve as Tier 1 consultants? (Use attached *Tier 1 (Classroom) Intervention Consultant List*).

Tips:

- Invite personnel with specialized training (e.g., reading teachers) to attend grade-level / teaching team / department Tier 1 intervention planning meetings when appropriate to generate additional intervention ideas.
- When selecting candidates for a consultant list, prepare a simple anonymous teacher survey.

On that survey, list the most common academic and behavioral concerns that lead to RTI student referrals in your school. Next to each concern, ask teachers to write in the names of building (and perhaps district) personnel whom they would seek out for intervention ideas. Recruit those people for your consultant list whose names appear most frequently on completed teacher surveys.

☐ **Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas.** As research identifies additional effective classroom strategies, the school is able routinely to learn of those strategies and add them to its Tier 1 intervention menu.

1. Appoint staff members to serve as 'knowledge brokers' who monitor different intervention topic areas (e.g., inattention in class, study skills, reading fluency, etc.).
2. These knowledge brokers read research journals, attend workshops and otherwise stay current on emerging research into school intervention in their topic area(s).
3. Knowledge brokers periodically make recommendations to the school on innovative intervention ideas that should be added to the Tier 1 intervention menu.

Tip: Consider appointing at least two school staff members to serve as knowledge brokers for each intervention topic area. Sharing responsibilities for staying current on intervention research allows knowledge brokers to collaborate and pool their knowledge—thus making the task more manageable.

☐ **Create Formal Guidelines for Teachers to Document Tier 1 Strategies.** Teachers have a single format for documenting their Tier 1 strategies for students who may be referred for higher levels of intervention.

Create one form that all teachers use to document their classroom interventions in a uniform manner. (See attached Tier 1 Intervention Planner form as a sample documentation format.)

Tip: Be sure that teachers use the standard classroom intervention documentation form at the point when they seek out additional Tier 1 intervention ideas from their fellow teachers or school consultants. Intervention documentation is much easier to do at the point that an intervention is first planned than after that intervention has already been implemented.

☐ **Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention.** Teachers know when they have attempted a sufficient number of classroom strategies for a still-struggling student and should refer the student for more intervention support.

Establish general decision rules to guide teachers in determining whether they have put sufficient effort into classroom interventions before seeking additional intervention support. These rules should include:

- The minimum number of evidence-based classroom interventions that the teacher should implement and document.
- The minimum period of time that classroom interventions should typically be implemented before teachers should consider a higher level of RTI intervention.
- The expected documentation that teachers should complete describing their Tier 1/classroom intervention efforts.

Tip: Include teachers in the development of decision rules for Tier 1 interventions. When presenting those decision rules to school faculty, be sure to emphasize that the decision rules are simply a formal structured version of good instruction and behavior management.

Grade- or Building-Wide Student Academic / Behavioral Concerns for Which Tier 1 Intervention Menus Will Be Developed

School: _____

Academic Concerns	Behavioral Concerns
-------------------	---------------------

[illegible]

Teacher Survey: What Classroom (Tier 1) Instruction/Intervention Strategies Do You Currently Use?

Name: _____ Date: _____

Directions. For the academic or behavioral concern below, write down those whole-group or individual student strategies that you routinely use in the classroom to address that concern. Please write enough detail so that your strategy is clear to those reviewing this survey.

If we share any of your intervention ideas with staff, may we cite you as the source? __Y __N

Academic or Behavioral Concern: _____

	Teacher Strategy
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Classroom Intervention Planning Sheet

Teacher/Team: _____ Date: _____ Student: _____

Student Problem Definition #1: _____

Student Problem Definition #2: _____

[Optional] Person(s) assisting with intervention planning process: _____

- Interventions: Essential Elements (Witt et al., 2004)**
- Clear problem-definition(s)
 - Baseline data
 - Goal for improvement
 - Progress-monitoring plan

Intervention Description	Intervention Delivery	Check-Up Date	Assessment Data	
Describe each intervention that you plan to use to address the student's concern(s).	List key details about delivery of the intervention, such as: (1) where & when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;.	Select a date when the data will be reviewed to evaluate the intervention.	Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.	
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-383.

Secondary Level: Classroom Performance Rating Form

Student: _____ Teacher: _____ Date: _____

Course/Subject: _____ Number of Absences This Year: _____

Period(s) or Day(s) of Week/Time(s) When Course Meets: _____

Global Skills Rating. Rate the student's standing relative to other students in his or her class on the skills listed below. (If you are unsure of the student's abilities on a particular skill, leave it blank.)

Reading Skills	1	2	3	4
Mathematics Skills	1	2	3	4
Written Expression Skills	1	2	3	4
Study & Organizational Skills	1	2	3	4
Classroom Conduct	1	2	3	4
	Significantly/Severely Below Grade Level	Somewhat Below Grade Level	At Grade Level	Above Grade Level

Test/Quiz Grades. Chart the most recent test and/or quiz grades for this student.

Test	Quiz	Test	Quiz	Test	Quiz	Test	Quiz	Test	Quiz	Test	Quiz
100	100	100	100	100	100	100	100	100	100	100	100
80	80	80	80	80	80	80	80	80	80	80	80
60	60	60	60	60	60	60	60	60	60	60	60
40	40	40	40	40	40	40	40	40	40	40	40
20	20	20	20	20	20	20	20	20	20	20	20
0	0	0	0	0	0	0	0	0	0	0	0
Date: ____/____/____		Date: ____/____/____		Date: ____/____/____		Date: ____/____/____		Date: ____/____/____		Date: ____/____/____	
Grade: _____		Grade: _____		Grade: _____		Grade: _____		Grade: _____		Grade: _____	
1		2		3		4		5		6	

Concerns. List up to 3 primary concerns that you have with this student in your classroom:

1. _____
2. _____
3. _____

Strategies. List specific strategies that you have tried in the classroom to support this student in area(s) of concern.

1. _____
2. _____
3. _____
4. _____
5. _____

Behavior Intervention Checklist: Foundation Tier 1 Behavior Management Strategies

Directions: The checklist below contains evidence-based strategies for managing classrooms and for increasing compliance with individual students. When observing a class, use the checklist to verify that effective strategies were in use.

- If specific strategies were observed, check 'Y' in the 'Observed?' column.
- Write any important observation comments in the 'Notes' column.
- If a particular management strategy is missing and appears to be critical to student success, check the 'Critical Item?' column for that strategy.

Whole-Group Management Strategies			
The strategies that teacher use proactively to manage the classroom can head off many behavior problems before they occur.			
Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	Post Positive Class Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning') (Sprick, Borgmeier, & Nolet, 2002)..		<input type="checkbox"/>
__Y __N	Train Students in Basic Class Routines. The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to: <ul style="list-style-type: none"> <input type="checkbox"/> Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities) <input type="checkbox"/> Assigning and collecting homework and classwork <input type="checkbox"/> Transitioning students efficiently between activities <input type="checkbox"/> Independent seatwork and cooperative learning groups <input type="checkbox"/> Students leaving and reentering the classroom <input type="checkbox"/> Dismissing students at the end of the period 		<input type="checkbox"/>
__Y __N	Scan the Class Frequently and Proactively Intervene When Needed. The teacher 'scans' the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002). .		<input type="checkbox"/>
__Y __N	Use Brief Group Prompts. The teacher gives brief reminders of expected behaviors at the 'point of performance'—the time when students will most benefit from them (DuPaul & Stoner, 2002). To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."		<input type="checkbox"/>

Instructional Delivery			
Teachers who accommodate, engage all learners in meaningful academic activities can prevent behavior problems.			
Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	Avoid Instructional 'Dead Time'. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).		<input type="checkbox"/>
__Y __N	<p>Incorporate Effective Instructional Elements into All Lessons. The teacher's lesson and instructional activities include these elements (Burns, VanDerHeyden, & Boice, 2008):</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Instructional match.</i> Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult). <input type="checkbox"/> <i>Explicit instruction.</i> The teacher delivers instruction using modeling, demonstration, supervised student practice, etc. <input type="checkbox"/> <i>Active student engagement.</i> There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'. <input type="checkbox"/> <i>Timely performance feedback.</i> Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities. 		<input type="checkbox"/>
__Y __N	Give Clear Directions. When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them (Ford, Olmi, Edwards, & Tingstrom, 2001). For large groups, such strategies might include using a general alerting cue (e.g., 'Eyes and ears on me') and ensuring general group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.		<input type="checkbox"/>

Strategies for Working With Individual Students			
While teachers can never predict what behaviors students might bring into their classrooms, these instructors will usually achieve the best outcomes by remaining calm, following pre-planned intervention strategies for misbehavior, and acting with consistency and fairness when intervening with or disciplining students.			
Observed?	Behavior Management Strategy	Notes	Critical Item?
__Y __N	Prepare a Range of Appropriate Classroom Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; remove classroom privileges; send the student to another classroom for a brief timeout) that are used before the teacher considers administrative removal of the student from the classroom (Sprick, Borgmeier, & Nolet, 2002)..		<input type="checkbox"/>

__Y __N	Select Behavior Management Strategies Based on Student Need. The teacher is able flexibly to select different behavior management strategies for use with different students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all students. (Marzano, Marzano, & Pickering, 2003)		<input type="checkbox"/>
__Y __N	Employ Proximity Control. The teacher circulates through the classroom periodically, using physical proximity to increase student attention to task and general compliance (Gettinger & Seibert, 2002; U.S. Department of Education, 2004).		<input type="checkbox"/>
__Y __N	Ask Open-Ended Questions. The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking 'why' questions because they can imply that the teacher is blaming the student.		<input type="checkbox"/>
__Y __N	Use Proactive 'Soft Reprimands'. The teacher gives a brief, gentle signal to direct back to task any students who is just beginning to show signs of misbehavior or non-compliance. These 'soft' reprimands can be verbal (a quiet word to the student) or non-verbal (a significant look). If a soft reprimand is not sufficient to curb the student's behaviors, the teacher may pull the student aside for a private problem-solving conversation or implement appropriate disciplinary consequences.		<input type="checkbox"/>
__Y __N	Keep Responses Calm and Brief. The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker & Walker, 1991). The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead the teacher repeats the request calmly and—if necessary-- imposes a pre-determined consequence for noncompliance.		<input type="checkbox"/>
__Y __N	Emphasize the Positive in Teacher Requests. Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won't help you with your assignment until you return to your seat."). When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance (Braithwaite, 2001).		<input type="checkbox"/>

References

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Helping the Older Struggling Learner: Making RTI Work at the Middle and High School Levels

Jim Wright

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Workshop Agenda

1. RTI & Secondary Schools: Introduction
2. Creating Effective RTI Problem-Solving Teams
3. Assessment & Progress-Monitoring Across the Tiers
4. Building Classroom Teacher Capacity to Select & Implement Interventions
5. Promoting Student Engagement in the RTI Process
6. Preparing Your School for RTI Systems-Level Change



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Challenges of Struggling Students in Middle and High Schools



Secondary Students: Unique Challenges...

Struggling learners in middle and high school may:

- Have significant deficits in basic academic skills
- Lack higher-level problem-solving strategies and concepts
- Present with issues of school motivation
- Show social/emotional concerns that interfere with academics
- Have difficulty with attendance
- Are often in a process of disengaging from learning even as adults in school expect that those students will move toward being 'self-managing' learners...

Why Do Students Drop Out of School?: Student Survey

- Classes were not perceived as interesting (47 percent)
- Not motivated by teachers to 'work hard' (69 percent)
- Failing in school was a major factor in dropping out (35 percent)
- Had to get a job (32 percent)
- Became a parent (26 percent)
- Needed to care for a family member (22 percent)

Source: Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006). The silent epidemic: Perspectives of high school dropouts. Seattle, WA: Gates Foundation. Retrieved on May 4, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>

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Overlap Between 'Policy Pathways' & RTI Goals: Recommendations for Schools to Reduce Dropout Rates

- A range of high school learning options matched to the needs of individual learners: 'different schools for different students'
- Strategies to engage parents
- Individualized graduation plans
- 'Early warning systems' to identify students at risk of school failure
- A range of supplemental services/'intensive assistance strategies' for struggling students
- Adult advocates to work individually with at-risk students to overcome obstacles to school completion

Source: Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006). The silent epidemic: Perspectives of high school dropouts. Seattle, WA: Gates Foundation. Retrieved on May 4, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>

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School Dropout as a Process, Not an Event

"It is increasingly accepted that dropout is best conceptualized as a long-term process, not an instantaneous event; however, most interventions are administered at a middle or high school level after problems are severe."

Source: Jimerson, S., Reschly, A.L., & Hess, R. (2008). Best practices in increasing the likelihood of school completion. In A. Thomas & J. Grimes (Eds). Best Practices in School Psychology - 5th Ed (pp. 1085-1097). Bethesda, MD: National Association of School Psychologists. p.1090

Student Motivation & The Need for Intervention

"A common response to students who struggle in sixth grade is to wait and hope they grow out of it or adapt, to attribute early struggles to the natural commotion of early adolescence and to temporary difficulties in adapting to new organizational structures of schooling, more challenging curricula and assessment, and less personalized attention. Our evidence clearly indicates that, at least in high-poverty urban schools, sixth graders who are missing 20% or more of the days, exhibiting poor behavior, or failing math or English do not recover. On the contrary, they drop out. This says that early intervention is not only productive but absolutely essential."

Source: Balfanz, R., Herzog, L., MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle grades schools: Early identification and effective interventions. *Educational Psychologist*, 42, 223-235. .

RTI: Key ideas



RTI Assumption: Struggling Students Are 'Typical' Until Proven Otherwise...

RTI logic assumes that:

- A student who begins to struggle in general education is *typical*, and that
- It is general education's responsibility to find the instructional strategies that will unlock the student's learning potential

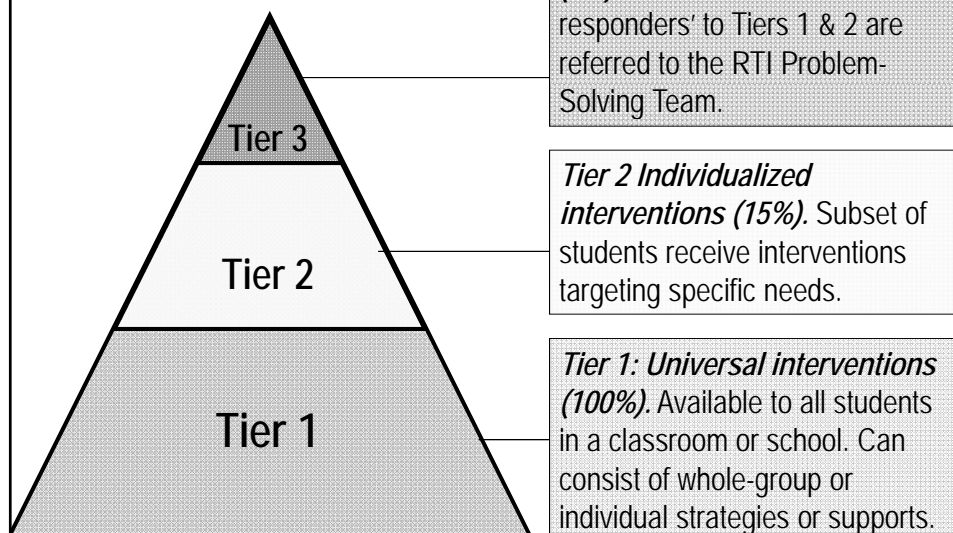
Only when the student shows through well-documented interventions that he or she has 'failed to respond to intervention' does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.

Five Core Components of RTI Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are 'evidence-based'
4. The 'procedural integrity' of interventions is measured
5. RTI is implemented and developed at the school- and district-level to be scalable and sustainable over time

Source: Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review*, 36, 526-540.

RTI 'Pyramid of Interventions'



Tier I Instruction/Interventions

Tier I instruction/interventions:

- Are universal—available to all students.
- Can be delivered within classrooms or throughout the school.
- Are likely to be put into place by the teacher at the first sign that a student is struggling.

All children have access to Tier 1 instruction/interventions. Teachers have the capability to use those strategies without requiring outside assistance.

Tier 1 instruction/interventions encompass:

- The school's core curriculum and all published or teacher-made materials used to deliver that curriculum.
- Teacher use of 'whole-group' teaching & management strategies.
- Teacher use of individualized strategies with specific students.

Tier I instruction/interventions attempt to answer the question: *Are routine classroom instructional strategies sufficient to help the student to achieve academic success?*

Complementary RTI Models: Standard Treatment & Problem-Solving Protocols

"The two most commonly used RTI approaches are (1) *standard treatment* and (2) *problem-solving protocol*. While these two approaches to RTI are sometimes described as being very different from each other, they actually have several common elements, and both fit within a problem-solving framework. In practice, many schools and districts combine or blend aspects of the two approaches to fit their needs."

Source: Duffy, H. (August 2007). *Meeting the needs of significantly struggling learners in high school*. Washington, DC: National High School Center. Retrieved from <http://www.betterhighschools.org/pubs/> p. 5

Response to Intervention

RTI Interventions: Standard-Treatment vs. Problem-Solving

There are two different vehicles that schools can use to deliver RTI interventions:

Standard-Protocol (Standalone Intervention). Programs based on scientifically valid instructional practices ('standard protocol') are created to address frequent student referral concerns. These services are provided outside of the classroom. A middle school, for example, may set up a structured math-tutoring program staffed by adult volunteer tutors to provide assistance to students with limited math skills. Students referred for a Tier II math intervention would be placed in this tutoring program. An advantage of the standard-protocol approach is that it is efficient and consistent: large numbers of students can be put into these group interventions to receive a highly standardized intervention. However, standard group intervention protocols often cannot be individualized easily to accommodate a specific student's unique needs.

Problem-solving (Classroom-Based Intervention). Individualized research-based interventions match the profile of a particular student's strengths and limitations. The classroom teacher often has a large role in carrying out these interventions. A plus of the problem-solving approach is that the intervention can be customized to the student's needs. However, developing intervention plans for individual students can be time-consuming.

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Response to Intervention

Tier 2: Supplemental (Group-Based) Interventions (Standard Treatment Protocol)

Tier 2 interventions are typically delivered in small-group (or computer-based instruction) format. About 15% of students in the typical school will require Tier 2/supplemental intervention support.

Group size for Tier 2 interventions is limited to 4-7 students.

Students placed in Tier 2 interventions should have a shared profile of intervention need.

The reading progress of students in Tier 2 interventions are monitored at least 1-2 times per month.

Source: Burns, M. K., & Gibbons, K. A. (2008). *Implementing response-to-intervention in elementary and secondary schools*. Routledge: New York.

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Tier 3: Intensive Individualized Interventions (Problem-Solving Protocol)

Tier 3 interventions are the most intensive offered in a school setting. About 5% of students in the general-education setting may need a Tier 3 intervention in a given school year.

Students qualify for Tier 3 interventions because:

- they are found to have a large skill gap when compared to their class or grade peers; and/or
- They did not respond to interventions provided previously at Tiers 1 & 2.

The student-teacher ratio for Tier 3 interventions is flexible but should allow the student to receive intensive, individualized instruction.

The reading progress of students in Tier 3 interventions is monitored at least weekly.

Source: Burns, M. K., & Gibbons, K. A. (2008). *Implementing response-to-intervention in elementary and secondary schools*. Routledge: New York.

Middle & High School: Lack of Consensus on an RTI Model

"Because RTI has thus far been implemented primarily in early elementary grades, it is not clear precisely what RTI might look like at the high school level."

Source: Duffy, H. (August 2007). *Meeting the needs of significantly struggling learners in high school*. Washington, DC: National High School Center. Retrieved from <http://www.betterhighschools.org/pubs/> p. 3




RTI Problem-Solving Teams



RTI Problem-Solving Teams: Top 5 'To Do' List

- ✓ Ensure that the RTI Team follows a structured problem-solving process that reliably matches student concern(s) to interventions.
- ✓ Develop guidelines for teachers to let them know when a referral to the RTI Team is recommended.
- ✓ Develop procedures to accept student referrals from multiple sources (e.g., teachers, parents, administrators, support staff).
- ✓ Implement a 'pre-meeting' prior to the initial RTI Team meeting to clarify teacher concerns and decide on what data to collect.
- ✓ Inventory your school resources that can be used to create RTI Team-level interventions (e.g., expert consultation services; staff available to implement interventions, commercial instruction/intervention resources, etc.).

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Response to Intervention	
<p style="font-size: 24px; margin: 0;">Tier 3 Interventions Are Developed With Assistance from the School's RTI (Problem-Solving) Team</p> <p style="margin: 10px 0;">Effective RTI Teams:</p> <ul style="list-style-type: none"> Are multi-disciplinary and include classroom teachers among their members Follow a structured 'problem-solving' model Use data to analyze the academic problem and match the student to effective, evidence-based interventions Develop a detailed research-based intervention plan to help staff with implementation Check up on the teacher's success in carrying out the intervention ('intervention integrity') 	
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The Problem-Solving Model & Multi-Disciplinary Teams

A school consultative process ('the problem-solving model') with roots in applied behavior analysis was developed (e.g., Bergan, 1995) that includes 4 steps:

- Problem Identification
- Problem Analysis
- Plan Implementation
- Problem Evaluation

Originally designed for individual consultation with teachers, the problem-solving model was later adapted in various forms to multi-disciplinary team settings.

Source: Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation*, 6(2), 111-123.

Tier 3 Targets: Intervention, Curriculum, and Environment

"For [a tier 3] intervention to be effective and robust, it must focus on the specific needs of the student. It should also address the reason that the student is experiencing difficulty.... Rather than considering a [student] problem to be the result of inalterable student characteristics, teams are compelled to focus on change that can be made to the intervention, curriculum or environment that would result in positive student outcome. The hypothesis and intervention should focus on those variables that are alterable within the school setting. These alterable variables include learning goals and objectives (what is to be learned), materials, time, student-to-teacher ratio, activities, and motivational strategies." p. 95

Source: Burns, M. K., & Gibbons, K. A. (2008). *Implementing response-to-intervention in elementary and secondary schools*. Routledge: New York.

How Is a Secondary RTI Team Like a MASH Unit?



- The RTI Team must deal with complex situations with limited resources and tight timelines, often being forced to select from among numerous 'intervention targets' (e.g., attendance, motivation, basic skill deficits, higher-level deficits in cognitive strategies) when working with struggling students.
- The 'problem-solving' approach is flexible, allowing the RTI Team quickly to sift through a complex student case to identify and address the most important 'blockers' to academic success.
- Timelines for success are often short-term (e.g., to get the student to pass a course or a state test), measured in weeks or months.

RTI Problem-Solving Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager

Response to Intervention

Sample RTI Team 'Problem-Solving' Process

Step 1: Assess Teacher Concerns *5 Mins*

Step 2: Inventory Student Strengths/Talents *5 Mins*

Step 3: Review Background/Baseline Data *5 Mins*

Step 4: Select Target Teacher Concerns *5-10 Mins*

Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring *5 Mins*

Step 6: Design an Intervention Plan *15-20 Mins*

Step 7: Plan How to Share Meeting Information with the Student's Parent(s) *5 Mins*

Step 8: Review Intervention & Monitoring Plans *5 Mins*

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Response to Intervention

Secondary RTI Teams: Recommendations

- Secondary RTI Teams should be multi-disciplinary, to include teachers, administration, and support staff (e.g., school psychologist, guidance counselors).
- Fixed times should be set aside each week for the RTI Team to meet on student referrals.
- Sufficient time (i.e., 30 minutes) should be reserved for initial student referrals to allow adequate discussion and intervention planning.

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Promoting Student Involvement in Secondary School RTI Intervention Team Meetings


- Train students in self-advocacy skills to participate at intervention team meetings (can be informal: e.g., conversation with Guidance Counselor)
- Provide the student with different options to communicate learning needs prior to RTI Team Meeting, e.g.:
 - Learning needs questionnaire
 - Personal interview
- Ensure student motivation to take part in the intervention plan (e.g., having student sign 'Intervention Contract')

When Interventions Require Student Participation...

- Write up a simple 'Intervention Contract' that spells out
 - What the student's responsibilities are in the intervention plan
 - A listing of the educators connected to parts of the intervention plan that require student participation--and their responsibilities
 - A contact person whom the student can approach with questions about the contract
- Have the student sign the Intervention Contract
- Provide a copy of the Intervention Contract to the student and parents
- Train the student to ensure that he or she is capable of carrying out all assigned steps or elements in the intervention plan

Response to Intervention		
<h2 style="margin: 0;">Sample 'Student Intervention Contract'</h2>		
<p><i>School Success Intervention Plan</i> for: _____ Date: _____</p>		
<p>The student agrees to carry out the strategies listed below to promote school success:</p>	<p>[Optional] If adults in school or at home will assist the student with a strategy, the ADULT responsibilities are listed below on the appropriate line(s):</p>	<p>Name of adult(s) assisting student with strategy</p>
1. _____	1. _____	_____
2. _____	2. _____	_____
3. _____	3. _____	_____
4. _____	4. _____	_____
<div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 30%; text-align: center;"> _____ Signature of Student </div> <div style="width: 30%; text-align: center;"> _____ Signature of Adult School Contact </div> <div style="width: 30%; text-align: center;"> _____ Signature of Parent <small>[if parent is part of the intervention plan]</small> </div> </div>		
www.interventioncentral.org		

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Response to Intervention
<h1 style="margin: 0;">Interventions: Effective Elements</h1> <div style="position: relative; height: 100px;">  </div>
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Academic Interventions: Top 5 'To Do' List

- ✓ Identify your school's or district's guidelines for what makes an intervention 'evidence-based'.
- ✓ Train school staff to distinguish between core instruction, intervention, accommodations, and modifications.
- ✓ Develop teacher capacity to implement appropriate and effective classroom (Tier 1) interventions.
- ✓ Create collections of intervention ideas for common referral concerns in your school: 'intervention menu'.
- ✓ Develop methods to track 'intervention follow-through' (intervention integrity).

Schools Need to Review Tier 1 (Classroom) Interventions to Ensure That They Are Supported By Research

There is a lack of agreement about what is meant by 'scientifically validated' classroom (Tier I) interventions. Districts should establish a 'vetting' process—criteria for judging whether a particular instructional or intervention approach should be considered empirically based.

Source: Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice, 22*(2), 129–136.

What Are Appropriate Content-Area Tier 1 Universal Interventions for Secondary Schools?

"High schools need to determine what constitutes high-quality universal instruction across content areas. In addition, high school teachers need professional development in, for example, differentiated instructional techniques that will help ensure student access to instruction interventions that are effectively implemented."

Source: Duffy, H. (August 2007). *Meeting the needs of significantly struggling learners in high school*. Washington, DC: National High School Center. Retrieved from <http://www.betterhighschools.org/pubs/> p. 9

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Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

- **Core Instruction.** Those instructional strategies that are used routinely with all students in a general-education setting are considered 'core instruction'. High-quality instruction is essential and forms the foundation of RTI academic support. NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not 'count' as individual student interventions.

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*Core Instruction, **Interventions**, Accommodations
& Modifications: Sorting Them Out*

- **Intervention.** An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).

*Core Instruction, Interventions, **Accommodations**
& Modifications: Sorting Them Out*

- **Accommodation.** An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.
 - Accommodation example 1: Students are allowed to supplement silent reading of a novel by listening to the book on tape.
 - Accommodation example 2: For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and providing students with performance feedback and praise for each completed ‘chunk’ of assigned work (Skinner, Pappas & Davis, 2005).

Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

- **Modification.** A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.

Examples of modifications:

- Giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class
- Letting the student consult course notes during a test when peers are not permitted to do so
- Allowing a student to select a much easier book for a book report than would be allowed to his or her classmates.

Interventions: Potential 'Fatal Flaws'

Any intervention must include 4 essential elements. The absence of any one element is considered a 'fatal flaw' that blocks the school from drawing meaningful conclusions from the student's response to the intervention:

1. *Clearly defined problem.* The student's target concern is stated in specific, observable, measureable terms. This 'problem identification statement' is the most important step of the problem-solving model, allowing the teacher or RTI Team to select a well-matched intervention to address it.
2. *Baseline data.* The teacher or RTI Team measures the student's academic skills in the target concern (e.g., reading fluency, math computation) prior to beginning the intervention. Baseline data serves as the point of comparison throughout the intervention to determine whether the intervention is effective.
3. *Performance goal.* The teacher or RTI Team sets a specific, data-based goal for student improvement during the intervention and a checkpoint date by which the goal should be attained.
4. *Progress-monitoring plan.* The teacher or RTI Team collects student data regularly to determine whether the student is on-track to reach the performance goal.

Source: Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions: A systematic process for finding and eliminating problems. *School Psychology Review, 33*, 363-383.

Response to Intervention
<p align="center">Problem Definition Statement: A Critical Component of Intervention Planning</p> <p>Develop a specific description of the academic problem to provide a meaningful instructional context. Write the problem definition to include information about:</p> <ul style="list-style-type: none"> • Conditions. Describe the environmental conditions or task demands in place when the academic problem is observed. • Problem Description. Describe the actual observable academic behavior in which the student is engaged. Include rate, accuracy, or other quantitative information of student performance. • Typical or Expected Level of Performance. Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources,
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Response to Intervention		
Problem Definition Statement: A Critical Component of Intervention Planning		
Academic Problems: Sample Definitions		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
On a 2-minute math computation worksheet (double-digit times double-digit with no regrouping)...	...Ann computes 45 digits per minute...	...while peers in her 7 th grade compute an average of 67 correct digits.
During social studies large-group instruction...	... Franklin attends to instruction an average of 45% of the time...	... while peers in the same room attend to instruction an average of 85% of the time.
For science homework...	... Tye turns in assignments an average of 50% of the time...	... while the classroom median rate of homework turned in is 90%.
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Ideas for Middle and High School Tier 2 & 3 Intervention Scheduling

- Reduce each period by a small amount (e.g., 5 minutes) to add an additional 'RTI period' to the school day.
- Add an RTI period by extending the school day.
- Create 'RTI sections' for challenging courses by supplementing specific sections of those courses with additional instructional resources (e.g., adding a paraprofessional to the classroom to assist struggling learners).

RTI Interventions: Recommended Resources

1. What Works Clearinghouse Practice Guides:
<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
2. East Carolina University Evidence-Based Intervention Project:
<http://core.ecu.edu/psyc/rileytillmant/ECU-EBIProject/ECU-EBIProject.htm>
3. Intervention Central:
<http://www.interventioncentral.org>

Expanding the Capacity of Middle & High School Teachers to Carry Out Classroom Interventions



Building Teacher Support for RTI: Top 5 'To Do' List

- ✓ Create a year-long RTI information sharing plan that outlines what information should be shared with faculty and in what settings. (Enlist teachers regularly to share their RTI student successes and information about new assessment and intervention methods.)
- ✓ Solicit teacher concerns about struggling students and present RTI as a coordinated, schoolwide approach to address those concerns.
- ✓ Inventory all school and district academic and behavioral programs and initiatives. Tie each program or initiative to the 3-Tier RTI model.
- ✓ Validate teachers' 'best current practices' by showing that the good instructional and behavioral strategies that many of them are already using in their classrooms are considered essential elements of Tier 1 RTI.
- ✓ Provide teachers with specific details about the time and resources required to do Tier 1 intervention and assessment, so that they can envision integrating those practices into their instructional day.

'Teacher Tolerance' as an Indicator of RTI Intervention Capacity

"I call the range of students whom [teachers] come to view as adequately responsive – i.e., teachable – as the tolerance; those who are perceived to be outside the tolerance are those for whom teachers seek additional resources. The term "tolerance" is used to indicate that teachers form a permissible boundary on their measurement (judgments) in the same sense as a confidence interval. In this case, the teacher actively measures the distribution of responsiveness in her class by processing information from a series of teaching trials and perceives some range of students as within the tolerance." (Gerber, 2002)

Source: Gerber, M. M. (2003). *Teachers are still the test: Limitations of response to instruction strategies for identifying children with learning disabilities*. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.

Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions



1. Teachers believe that their 'job' is to provide content-area instruction, not to teach vocabulary and reading-comprehension strategies (Kamil et al., 2008).
2. Teachers believe that they lack the skills to implement classroom vocabulary-building and reading-comprehension strategies. (Fisher, 2007; Kamil et al., 2008).
3. Teachers feel that they don't have adequate time to implement vocabulary-building and reading-comprehension strategies in the classroom. (Kamil et al., 2008; Walker, 2004).

Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions



4. Teachers are not convinced that there will be an adequate instructional 'pay-off' in their content-area if they implement literacy-building strategies in the classroom (Kamil et al., 2008).
5. Teachers are reluctant to put extra effort into implementing interventions for students who appear unmotivated (Walker, 2004) when there are other, 'more deserving' students who would benefit from teacher attention.
6. Teachers are afraid that, if they use a range of classroom strategies to promote literacy (e.g., extended discussion, etc.), they will have difficulty managing classroom behaviors (Kamil et al., 2008).

Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions



7. Teachers believe that 'special education is magic' (Martens, 1993). This belief implies that general education interventions will be insufficient to meet the student's needs and that the student will benefit only if he or she receives special education services.

Tier 1 (Classroom) Interventions: Building Your School's Capacity

Directions: Schools must plan carefully to build their capacity to carry out evidence-based Tier 1 interventions in the classroom. Below is an 8-point checklist that schools can follow to expand their capacity to provide appropriate teacher-led classroom interventions available to all students who might need them.

- ☐ **Train Teachers to Write Specific, Measureable, Observable 'Problem Identification Statements.'**
- ☐ **Inventory Tier 1 Interventions Already in Use.**
- ☐ **Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers.**
- ☐ **Establish Tier 1 Coaching and Support Resources.**
- ☐ **Provide Classroom (Tier 1) Problem-Solving Support to Teachers.**
- ☐ **Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas.**
- ☐ **Create Formal Guidelines for Teachers to Document Tier 1 Strategies.**
- ☐ **Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention.**

- ☐ **Train Teachers to Write Specific, Measureable, Observable 'Problem Identification Statements'.** Teachers are able to describe common student academic and behavioral problems accurately in specific, observable, measurable terms.

If training in this skill is required, how will teachers receive this training? _____

If training is required, who will provide the training? _____

Tip: Review past student cases referred to your school's RTI Team (Problem-Solving Team). For each case, list the primary reason(s) that the student was referred. Review this cumulative list of referral concerns to determine (a) the kinds of student referral concerns that teachers are most likely to encounter and (b) whether referring teachers are able to articulate clearly and specifically their concerns about students.

Response to Intervention

Inventory Tier 1 Interventions Already in Use. The school surveys teachers' current classroom intervention practices to discover those effective strategies that they are already using. This information can assist the school in understanding the staff's present capacity to deliver classroom interventions, as well as gaps in intervention knowledge and use.

1. Generate a list of 4-6 TOP teacher RTI referral concerns for your school (e.g., 'lack of study/organizational skills', 'limited content-area vocabulary').
2. Create a survey form for teachers that lists each top RTI referral concern and asks that teachers write down those whole-group or individual student strategies that they routinely use in the classroom to address that concern. Teachers are encouraged to write enough detail so that the strategy is clear to others. (Note: As a sample survey, review the form *Teacher Survey: What Classroom (Tier 1) Instruction/Intervention Strategies Do You Currently Use?* later in this packet.)
3. Review the surveys. Compile a list of the best teacher strategies—organized by referral concern. Include only those classroom intervention ideas that are supported by research.
4. Analyze the results on the classroom intervention survey to determine current teacher intervention practices; variability of intervention use among classrooms, grade levels, teams, or departments; intervention areas in which teachers require additional training, etc.

Tips:

- Your school can identify potential 'intervention coaches' among your staff by reviewing teacher responses to the intervention surveys. Contact those teachers who list innovative and effective intervention ideas and ask whether they might be willing to serve as informal 'intervention coaches', being available to demonstrate those strategies to other teachers and coach those teachers in their use.
- Once your school has created a list of the 'best' classroom intervention ideas organized by referral concern, give a copy of that list to teachers. Point out that staff already routinely provides Tier 1 interventions to students—and that over time the RTI model will simply build on this existing capacity.
- Scan the teacher Tier 1 intervention survey results. Select the strongest entries to add to the schoolwide Tier 1 intervention menu (see next section).

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Teacher Survey: What Classroom (Tier 1) Instruction/Intervention Strategies Do You Currently Use?

Name: _____ Date: _____

Directions: For the academic or behavioral concern below, write down those whole-group or individual student strategies that you routinely use in the classroom to address that concern. Please write enough detail so that your strategy is clear to those reviewing this survey.

If we share any of your intervention ideas with staff, may we cite you as the source? __Y__N

Academic or Behavioral Concern: _____

	Teacher Strategy
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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Response to Intervention
<p><input type="checkbox"/> Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers. When given a menu of evidence-based classroom interventions, teachers can independently access and use them to address common student academic and behavioral concerns.</p> <ol style="list-style-type: none"> 1. Generate a list of the academic and behavioral concerns for which your teachers appear most in need of classroom intervention strategies (e.g., 'reading fluency', 'inattention in class'). (Note: To record these areas of student concern, you can use the form <i>Grade- or Building-Wide Student Academic / Behavioral Concerns for Which Tier 1 Intervention Menus Will Be Developed</i> that appears later in this packet.) 2. For each common student concern, locate evidence-based intervention ideas from research journals and other print publications, websites, etc. 3. Write each intervention idea in a teacher-friendly format, including sufficient detail for the instructor to implement the strategy in the classroom. Organize all of the collected ideas into a Tier 1 intervention menu. Group each intervention under the appropriate category of teacher concern (e.g., 'reading fluency', 'inattention in class'). Share these intervention menus with teachers. <p>Tip: The What Works Clearinghouse has an expanding series of 'practice guides' with empirically supported classroom ideas for instruction and behavior management. These guides are one good source for Tier 1 intervention ideas. You can review these practice guides at: http://ies.ed.gov/ncee/wwc/publications/practiceguides/</p>
<p style="text-align: right;">www.interventioncentral.org 55</p>

Response to Intervention
<p><input type="checkbox"/> Establish Tier 1 Coaching and Support Resources. Teachers are encouraged to access colleagues as needed who can demonstrate how to use effective Tier 1 interventions—and can also provide coaching and feedback in those intervention skills.</p> <ol style="list-style-type: none"> 1. Identify personnel in your school (and perhaps district-wide) who can be available to meet with teachers as intervention coaches. 2. Train these personnel to be effective Tier 1 coaches by ensuring that they follow a structured sequence in their coaching: a. meet with the teacher to select one or more ideas from the school's Tier 1 intervention menu, b. show the teacher how to use each selected strategy, c. go into the teacher's class if needed to demonstrate the strategy, d. observe the teacher use the strategy and give performance feedback. 3. Compile a list of people in the school who can serve as intervention coaches. Share that list with teachers. Include information about how teachers can contact coaches and how to schedule coaching sessions. <p>Tip: Find creative ways to make Tier 1 intervention coaching time-efficient. If your school has grade-level / teaching team / department meetings, for example, consider bringing coaches to those meetings occasionally to show all teachers how to use interventions for shared concerns.</p>
<p style="text-align: right;">www.interventioncentral.org 56</p>

	<p><input type="checkbox"/> Provide Classroom (Tier 1) Problem-Solving Support to Teachers. Teachers can reach out to colleagues for additional Tier 1 classroom intervention ideas that they can try before referring a student to higher levels of intervention.</p> <p>OPTION A: Time is regularly reserved at grade-level / teaching team / department meetings for teachers to bring students up for discussion. The team and teacher generate a list of evidence-based interventions that the teacher can implement.</p> <p>How frequently will this team meet to discuss students struggling at Tier 1? _____</p> <p>How will those intervention ideas be documented? _____</p> <p>_____</p> <p>OPTION B: The school generates a list of building-level (and perhaps district-level) personnel who can serve as Tier 1 intervention consultants, meeting individually with teachers to brainstorm classroom intervention ideas.</p> <p>How will this consultant list be developed and shared with teachers? _____</p> <p>_____</p> <p>How will those intervention ideas be documented? _____</p> <p>_____</p> <p>Who are candidates to serve as Tier 1 consultants? (Use attached <i>Tier 1 (Classroom) Intervention Consultant List</i>).</p> <p>Tips:</p> <ul style="list-style-type: none"> • Invite personnel with specialized training (e.g., reading teachers) to attend grade-level / teaching team / department Tier 1 intervention planning meetings when appropriate to generate additional intervention ideas. • When selecting candidates for a consultant list, prepare a simple anonymous teacher survey. On that survey, list the most common academic and behavioral concerns that lead to RTI student referrals in your school. Next to each concern, ask teachers to write in the names of building (and perhaps district) personnel whom they would seek out for intervention ideas. Recruit those people for your consultant list whose names appear most frequently on completed teacher surveys. 	
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Response to Intervention	
	<p><input type="checkbox"/> Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas. As research identifies additional effective classroom strategies, the school is able routinely to learn of those strategies and add them to its Tier 1 intervention menu.</p> <ol style="list-style-type: none"> 1. Appoint staff members to serve as 'knowledge brokers' who monitor different intervention topic areas (e.g., inattention in class, study skills, reading fluency, etc.). 2. These knowledge brokers read research journals, attend workshops and otherwise stay current on emerging research into school intervention in their topic area(s). 3. Knowledge brokers periodically make recommendations to the school on innovative intervention ideas that should be added to the Tier 1 intervention menu. <p>Tip: Consider appointing at least two school staff members to serve as knowledge brokers for each intervention topic area. Sharing responsibilities for staying current on intervention research allows knowledge brokers to collaborate and pool their knowledge—thus making the task more manageable.</p>
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Response to Intervention
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> Create Formal Guidelines for Teachers to Document Tier 1 Strategies. Teachers have a single format for documenting their Tier 1 strategies for students who may be referred for higher levels of intervention. </div> <p>Create one form that all teachers use to document their classroom interventions in a uniform manner. (See attached Tier 1 Intervention Planner form as a sample documentation format.)</p> <p>Tip: Be sure that teachers use the standard classroom intervention documentation form at the point when they seek out additional Tier 1 intervention ideas from their fellow teachers or school consultants. Intervention documentation is much easier to do at the point that an intervention is first planned than after that intervention has already been implemented.</p>
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Response to Intervention							
Classroom Intervention Planning Sheet							
Teacher/Team: _____		Date: _____ Student: _____					
Student Problem Definition #1: _____		Interventions: Essential Elements (Witt et al., 2004) <ul style="list-style-type: none"> Clear problem-definition(s) Baseline data Goal for improvement Progress-monitoring plan 					
Student Problem Definition #2: _____							
[Optional] Person(s) assisting with intervention planning process: _____							
Intervention Description	Intervention Delivery	Check-Up Date	Assessment Data				
Describe each intervention that you plan to use to address the student's concern(s).	List key details about delivery of the intervention, such as: (1) where & when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;	Select a date when the data will be reviewed to evaluate the intervention.	Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.				
			Type(s) of Data to Be Used: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Baseline</td> <td style="width: 50%; padding: 2px;">Goal by Check-Up</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </table>	Baseline	Goal by Check-Up		
Baseline	Goal by Check-Up						
			Type(s) of Data to Be Used: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Baseline</td> <td style="width: 50%; padding: 2px;">Goal by Check-Up</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </table>	Baseline	Goal by Check-Up		
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Baseline	Goal by Check-Up						
Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions: A systematic process for finding and eliminating problems. <i>School Psychology Review</i> , 33, 363-383.							
www.interventioncentral.org			60				

Response to Intervention
<p>□ Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention. Teachers know when they have attempted a sufficient number of classroom strategies for a still-struggling student and should refer the student for more intervention support. Establish general decision rules to guide teachers in determining whether they have put sufficient effort into classroom interventions before seeking additional intervention support. These rules should include:</p> <ul style="list-style-type: none"> • The minimum number of evidence-based classroom interventions that the teacher should implement and document. • The minimum period of time that classroom interventions should typically be implemented before teachers should consider a higher level of RTI intervention. • The expected documentation that teachers should complete describing their Tier 1/classroom intervention efforts. <p>Tip: Include teachers in the development of decision rules for Tier 1 interventions. When presenting those decision rules to school faculty, be sure to emphasize that the decision rules are simply a formal structured version of good instruction and behavior management.</p>
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Response to Intervention
<div>  <div> <h2>RTI at Middle & High School: Screening and Assessment</h2>  </div> </div>
<p>www.interventioncentral.org</p>

Assessment & Progress-Monitoring: Top 5 'To Do' List

- ✓ Define key academic skills to be assessed at each grade level: select an array of appropriate screening measures.
- ✓ Create a plan to conduct academic screening on all students three times per year . (Initially, plan to screen using archival data).
- ✓ Hold 'data meetings' soon after each schoolwide academic screening to consider changes to core instruction, select students for more intensive (Tier 2 or 3) interventions.
- ✓ Develop the capacity as needed to conduct more detailed diagnostic academic assessments ('instructional assessments') of students picked up in schoolwide screenings.
- ✓ Ensure that your school has the capacity to monitor students on Tier 2 interventions 1-2 times per month; Tier 3 at least weekly.

Universal Screening at Secondary Schools: Using Existing Data Proactively to Flag 'Signs of Disengagement'

"Across interventions..., a key component to promoting school completion is the systematic monitoring of all students for signs of disengagement, such as attendance and behavior problems, failing courses, off track in terms of credits earned toward graduation, problematic or few close relationships with peers and/or teachers, and then following up with those who are at risk."

Source: Jimerson, S. R., Reschly, A. L., & Hess, R. S. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1085-1097). Bethesda, MD: National Association of School Psychologists. p.1090

Mining Archival Data: What Are the 'Early Warning Flags' of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

- Failure in English
- Failure in math
- Missing at least 20% of school days
- Receiving an 'unsatisfactory' behavior rating from at least one teacher

Source: Balfanz, R., Herzog, L., MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle grades schools: Early identification and effective interventions. *Educational Psychologist*, 42, 223–235. .

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What is the Predictive Power of These Early Warning Flags?

Number of 'Early Warning Flags' in Student Record	Probability That Student Would Graduate
None	56%
1	36%
2	21%
3	13%
4	7%

Source: Balfanz, R., Herzog, L., MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle grades schools: Early identification and effective interventions. *Educational Psychologist*, 42, 223–235. .

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RTI Literacy: Assessment & Progress-Monitoring

To measure student 'response to instruction/intervention' effectively, the RTI model measures students' academic performance and progress on schedules matched to each student's risk profile and intervention Tier membership.

- **Benchmarking/Universal Screening.** All children in a grade level are assessed at least 3 times per year on a common collection of academic assessments (100%).
- **Strategic Monitoring.** Students placed in Tier 2 (supplemental) reading groups are assessed 1-2 times per month to gauge their progress with this intervention (~15%).
- **Intensive Monitoring.** Students who participate in an intensive, individualized Tier 3 intervention are assessed at least once per week (~5%).

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

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Local Norms: Screening All Students (Stewart & Silbergliit, 2008)

Local norm data in basic academic skills are collected at least 3 times per year (fall, winter, spring).

- Schools should consider using 'curriculum-linked' measures such as Curriculum-Based Measurement that will show generalized student growth in response to learning.
- If possible, schools should consider avoiding 'curriculum-locked' measures that are tied to a single commercial instructional program.

Source: Stewart, L. H. & Silbergliit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

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Local Norms: Using a Wide Variety of Data

(Stewart & Silbergliit, 2008)

Local norms can be compiled using:

- Fluency measures such as Curriculum-Based Measurement.
- Existing data, such as office disciplinary referrals.
- Computer-delivered assessments, e.g., Measures of Academic Progress (MAP) from www.nwea.org

Source: Stewart, L. H. & Silbergliit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

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Measures of Academic Progress (MAP)

www.nwea.org

Res

The screenshot shows the NWEA website with the following content:

- Navigation Bar:** Home, About Us, Assessment System, Research, Member Support, Contact Us.
- Assessment System Tab:** Assessments, Classroom Resources, Analytical Tools, Professional Development.
- Assessment Products:**
 - Measures of Academic Progress (MAP) Reading, Mathematics, and Language Usage.
 - Science Concepts, Processes, and General Science.
 - MAP for Primary Grades Reading and Mathematics For K-2 students.
 - MAP for Mathematics with Spanish Audio Spanish voice translations.
- Assessments:** Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments that provide accurate, useful information.
- MEASURES OF ACADEMIC PROGRESS (MAP) are** state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.
- NWEA believes in an assessment that:**
 - Gives a child the chance for success.
 - Students find engaging.
 - Respects classroom time.
 - Provides useful information.
- MAP tests provide highly accurate results that can be used to:**
 - Identify the skills and concepts individual students have learned.
 - Diagnose instructional needs.
 - Monitor academic growth over time.
 - Make data-driven decisions at the classroom, school, and district levels.
 - Place new students into appropriate instructional programs.
- How an Adaptive Test Progresses:** A graph showing 'Difficulty expressed as RT Value' on the y-axis (100 to 300) and 'Test Questions' on the x-axis. The graph shows a series of points representing 'Correct Answer', 'Standard Error', and 'Incorrect Answer'. The points generally trend upwards, indicating increasing difficulty as the test progresses. A legend indicates 'Adaptive' and 'Proficient' levels.
- Text:** Test items dynamically adjust to a student's performance level, and as a result, test scores are more accurate.

Applications of Local Norm Data (Stewart & Silbergliit, 2008)

Local norm data can be used to:

- Evaluate and improve the current core instructional program.
- Allocate resources to classrooms, grades, and buildings where student academic needs are greatest.
- Guide the creation of targeted Tier 2 (supplemental intervention) groups
- Set academic goals for improvement for students on Tier 2 and Tier 3 interventions.
- Move students across levels of intervention, based on performance relative to that of peers (local norms).

Source: Stewart, L. H. & Silbergliit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

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Curriculum-Based Measurement: Advantages as a Set of Tools to Monitor RTI/Academic Cases

- **Aligns** with curriculum-goals and materials
- Is **reliable** and **valid** (has 'technical adequacy')
- Is **criterion-referenced**: sets specific performance levels for specific tasks
- Uses **standard procedures** to prepare materials, administer, and score
- Samples student performance to give objective, observable '**low-inference**' **information** about student performance
- Has **decision rules** to help educators to interpret student data and make appropriate instructional decisions
- Is **efficient** to implement in schools (e.g., training can be done quickly; the measures are brief and feasible for classrooms, etc.)
- Provides data that can be converted into **visual displays** for ease of communication

Source: Hosp, M.K., Hosp, J. L., & Howell, K. W. (2007). *The ABCs of CBM*. New York: Guilford.

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CBM Measures Used Most Often at Middle & High School

- Oral Reading Fluency
- Maze Passages (Modified Cloze Passages)
- Math Computation
- Written Expression

Local Norms: Supplement With Additional Academic Testing as Needed (Stewart & Silbergliit, 2008)

"At the individual student level, local norm data are just the first step toward determining why a student may be experiencing academic difficulty. Because local norms are collected on brief indicators of core academic skills, other sources of information and additional testing using the local norm measures or other tests are needed to validate the problem and determine why the student is having difficulty. ... Percentage correct and rate information provide clues regarding automaticity and accuracy of skills. Error types, error patterns, and qualitative data provide clues about how a student approached the task. Patterns of strengths and weaknesses on subtests of an assessment can provide information about the concepts in which a student or group of students may need greater instructional support, provided these subtests are equated and reliable for these purposes." p. 237

Source: Stewart, L. H. & Silbergliit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Breaking Down Complex Academic Goals into Simpler Sub-Tasks: Discrete Categorization

Identifying and Measuring Complex Academic Problems at the Middle and High School Level

- Students at the secondary level can present with a range of concerns that interfere with academic success.
- One frequent challenge for these students is the need to reduce complex global academic goals into discrete sub-skills that can be individually measured and tracked over time.

Discrete Categorization: A Strategy for Assessing Complex, Multi-Step Student Academic Tasks

Definition of *Discrete Categorization*: 'Listing a number of behaviors and checking off whether they were performed.' (Kazdin, 1989, p. 59).

- Approach allows educators to define a larger 'behavioral' goal for a student and to break that goal down into sub-tasks. (Each sub-task should be defined in such a way that it can be scored as 'successfully accomplished' or 'not accomplished'.)
- The constituent behaviors that make up the larger behavioral goal need not be directly related to each other. For example, 'completed homework' may include as sub-tasks 'wrote down homework assignment correctly' and 'created a work plan before starting homework'

Source: Kazdin, A. E. (1989). *Behavior modification in applied settings* (4th ed.). Pacific Gove, CA: Brooks/Cole..

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Discrete Categorization Example: Math Study Skills

General Academic Goal: *Improve Tina's Math Study Skills*

Tina was struggling in her mathematics course because of poor study skills. The RTI Team and math teacher analyzed Tina's math study skills and decided that, to study effectively, she needed to:

- ☐ Check her math notes daily for completeness.
- ☐ Review her math notes daily.
- ☐ Start her math homework in a structured school setting.
- ☐ Use a highlighter and 'margin notes' to mark questions or areas of confusion in her notes or on the daily assignment.
- ☐ Spend sufficient 'seat time' at home each day completing homework.
- ☐ Regularly ask math questions of her teacher.

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Response to Intervention

Discrete Categorization Example: Math Study Skills

General Academic Goal: *Improve Tina's Math Study Skills*

The RTI Team—with teacher and student input—created the following intervention plan. The student Tina will:

- ☐ Approach the teacher at the end of class for a copy of class note.
- ☐ Check her daily math notes for completeness against a set of teacher notes in 5th period study hall.
- ☐ Review her math notes in 5th period study hall.
- ☐ Start her math homework in 5th period study hall.
- ☐ Use a highlighter and 'margin notes' to mark questions or areas of confusion in her notes or on the daily assignment.
- ☐ Enter into her 'homework log' the amount of time spent that evening doing homework and noted any questions or areas of confusion.
- ☐ Stop by the math teacher's classroom during help periods (T & Th only) to ask highlighted questions (or to verify that Tina understood that week's instructional content) and to review the homework log.

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Response to Intervention

Discrete Categorization Example: Math Study Skills

Academic Goal: *Improve Tina's Math Study Skills*

General measures of the success of this intervention include (1) rate of homework completion and (2) quiz & test grades.

To *measure treatment fidelity* (Tina's follow-through with sub-tasks of the checklist), the following strategies are used :

- ☐ Approached the teacher for copy of class notes. **Teacher observation.**
- ☐ Checked her daily math notes for completeness; reviewed math notes, started math homework in 5th period study hall. **Student work products; random spot check by study hall supervisor.**
- ☐ Used a highlighter and 'margin notes' to mark questions or areas of confusion in her notes or on the daily assignment. **Review of notes by teacher during T/Th drop-in period.**
- ☐ Entered into her 'homework log' the amount of time spent that evening doing homework and noted any questions or areas of confusion. **Log reviewed by teacher during T/Th drop-in period.**
- ☐ Stopped by the math teacher's classroom during help periods (T & Th only) to ask highlighted questions (or to verify that Tina understood that week's instructional content). **Teacher observation; student sign-in.**

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RTI & Systems Change



Systems-Level Factors That Can Influence Failure of Students to Graduate

"...many [models of dropout prevention] fail to recognize the role that school environmental factors play in school dropout. For example, large school size is positively correlated with decreased attendance, lower grade point averages and standardized test scores, higher dropout rates, and higher crime than smaller schools serving similar children. School practices, such as tracking and grade retention, have a negative correlation with school completion rates independent of the student's ability level. Other school-related factors such as high concentrations of low-achieving students and less qualified teachers are also associated with higher dropout rates."

Source: Jimerson, S. R., Reschly, A. L., & Hess, R. S. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1085-1097). Bethesda, MD: National Association of School Psychologists. p. 1089

Barriers in Schools to Innovations in Interventions

"Factors that have been identified as barriers to ... acceptance and implementation by educators [of effective behavioral interventions for at-risk students] include characteristics of the host organization, practitioner behavior, costs, lack of program readiness, the absence of program champions and advocates within the host organization, philosophical objections, lack of fit between the program's key features and organizational routines and operations, and weak staff participation."

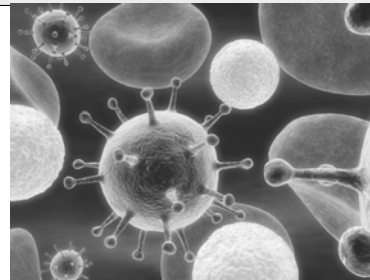
Source: Walker, H. M. (2004). Use of evidence-based interventions in schools: Where we've been, where we are, and where we need to go. *School Psychology Review*, 33, 398-407. p. 400

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Preventing Your School from Developing 'RTI Antibodies'

- Schools can *anticipate* and take steps to address challenges to RTI implementation in schools
- This proactive stance toward RTI adoption will reduce the probability that the 'host' school or district will reject RTI as a model



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What Conditions Support the Successful Implementation of RTI?

- Continuing professional development to give teachers the skills to implement RTI and educate new staff because of personnel turnover.
- Administrators who assert leadership under RTI, including setting staff expectations for RTI implementation, finding the needed resources, and monitoring the fidelity of implementation.
- Proactive hiring of teachers who support the principles of RTI and have the skills to put RTI into practice in the classroom.
- The changing of job roles of teachers and support staff (school psychologists, reading specialists, special educators, etc.) to support the RTI model.
- Input from teachers and support staff ('bottom-up') about how to make RTI work in the school or district, as well as guidance from administration ('top-down').

Source: Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask).. *Learning Disabilities Research & Practice*, 22(2),129-136.